R E P O R T R E S U M E S

ED 019 071 JC 680 150

ADMINISTRATIVE PROBLEMS IN RELATION TO THE OPEN-DOOR POLICY OF COMMUNITY COLLEGES, REPORT OF THE DRIVE-IN CONFERENCE (WAYNE STATE UNIVERSITY, OCTOBER 28, 1966).

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PUB DATE 28 OCT 66

EDRS PRICE MF-$0.25 HC-$0.72 16P.

DESCRIPTORS- *JUNIOR COLLEGES, CONFERENCE REPORTS, COLLEGE ADMISSION, *ADMISSION CRITERIA, *LOW ACHIEVERS, LOW ABILITY STUDENTS, SOCIOECONOMIC INFLUENCES, EXPERIMENTAL PROGRAMS, REMEDIAL PROGRAMS, *EDUCATIONAL DISADVANTAGEMENT, GENERAL EDUCATION, *COLLEGE ADMINISTRATION,

EMPHASIS IN THIS CONFERENCE WAS ON THE MARGINAL OR LOW-ACHIEVING STUDENTS ADMITTED TO OPEN-DOOR COLLEGES. THE FIRST SPEAKER DISCUSSED THE ACHIEVEMENT POTENTIAL OF THE MARGINALLY PREPARED, SOCIALLY DISADVANTAGED STUDENTS, WITH STRESS ON THE EFFECTS OF SOCIOECONOMIC AND FAMILY FACTORS ON THE MOTIVATION OF SUCH STUDENTS. PROBLEMS OF REMEDIAL AND DEVELOPMENTAL READING WERE CONSIDERED. FINALLY, DESCRIPTIONS WERE GIVEN OF A BASIC PREPARATORY COURSE AND OF AN EXPERIMENTAL GENERAL EDUCATION PROGRAM. (WO)

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ADMINISTRATIVE PROBLEMS IN RELATION TO THE OPEN-DOOR POLICY OF COMMUNITY COLLEGES

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S. V. Martona and Pauline F. Hunter, editors of the excellent *Administering the Community College in a Changing World**, write in the preface that the purpose of their anthology is "(1) To explore new thinking and knowledge necessary for an understanding of the role of the two-year college in a changing world. (2) To relate this new knowledge to the continuing development of the two-year college and to the administrative process. (3) To examine carefully with professors of educational administration the problems of articulation between the secondary school and the two-year college philosophy and administration and, (4) To open research areas which are useful to the participants."

All of these points could be used as guidelines to this conference. And the high level of the reports which follow indicates the participants had similar objectives in mind when turning their attention to what is perhaps a unique aspect of the present-day community college — its "open door" policy.

It is common knowledge that this policy (or, perhaps, "attitude" is closer to the truth) has meant unprecedented opportunity for many who had despaired of receiving a higher education. It is also common knowledge that an open door attitude has largely been responsible for our present change in the methodology of teaching and — more importantly — of learning.

The door has been opened to new educational horizons. The reports which follow tell some of the ways these horizons are being approached.

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*Papers presented at the 9th Annual Conference of the University Council for Educational Administration; *Buffalo Studies*, State University of New York at Buffalo, Vol. II, No. I, June 1966.

The Hidden Potential of Marginal College Students

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The most exciting challenge confronting the "open door" community college today is that of tapping the unrealized achievement potential of the marginally prepared, socially disadvantaged student. Though much has been written in recent years about the academic problems of youth from backgrounds of poverty and discrimination, very little is concretely known about the causes of their learning difficulties, or the kinds of curricular innovations that are likely to be helpful. The basic fact of massive underachievement in this group of students is plain enough. Long a fact of common observation to educators, it was recently documented in a nationwide survey of over 4,000 elementary and high schools that was conducted by Coleman and others (1966) for the United States Office of Education. At every grade level studied, and in every region of the country, 85 per cent of Negro students scored below white averages on tests of scholastic ability and achievement.

Until recently what little research was done on the causes of academic failure in low income groups tended to be narrowly concerned with the description of race and class differences in IQ. Fortunately, there is now discernably a more promising trend toward studies of the conditions that determine the development of those cognitive skills, personality characteristics, and achievement motives that are necessary for success in school. The present discussion is concerned primarily with the motivational deficits of the marginal student, their causes,

IC 680 150

Wayne State University
Drive-In Conference

McGregor Memorial Center
28 October 66

and what can be done to remove them. The term *motivation* refers to factors that determine the vigor and persistence of the student's efforts to acquire academically relevant knowledge and skills.

There is a high degree of consensus among schoolmen that students from the urban slums and other low-income areas typically are not interested in formal learning. Indeed, the alienation of these youths from the educative process has been described so often as to require no further elaboration. Concerning its causes, a number of hypotheses have been advanced by psychologists, sociologists, and other experts.

Some writers, particularly those who are psychoanalytically oriented, attribute the disadvantaged student's learning difficulties to a basic failure of the socialization process in the home. Ausubel (1963) stresses two features of child-rearing which he assumes to be typical of Negro lower-class homes. One is the harsh authoritarianism of parents, who emphasize punitive forms of control, and place considerable social and emotional distance between themselves and their children; the other is the early relaxation of close parental supervision, which makes the child precociously independent of adult influence but exposes him to the exaggerated socializing influence of the peer group. These conditions, in combination with the child's growing awareness of the stigma attached to being a Negro in a white-dominated society, create a personality marked by feelings of unworthiness, lack of self-controlling mechanisms, and hostile rejection of adult values.

Perhaps no one has stated this position as sharply as Bettelheim (1964), who believes "that human personality is shaped at infancy, and that the early characteristics are extremely resistant to change." He claims that in the case of the Negro child the earliest experiences of life often condition "a life-long distrust of others (including one's teachers and what they teach) and of oneself." Mistrust, shame and doubt "are the characteristics found dominant in children from culturally deprived homes or disadvantaged ones." He concludes that it is absurd to think that mixing children of different backgrounds will change the outlook on life of the Negro child and improve his academic progress, "as if both were not determined before he entered kindergarten or first grade."

Another writer who postulates a failure of the socialization process in the Negro home is McClelland (1961). Negroes as a group, he maintains, are lacking in achievement motivation (*n* Achievement) because of the matricentric structure of the Negro family, and the persistence of child-rearing practices that originated in slavery. McClelland takes for granted that strong mother dependency weakens the development of *n* Achievement in sons. Moreover, "Negro slaves. . .developed child-rearing practices calculated to produce obedience and responsibility not *n* Achievement, and their descendants, while free should still show the effects of such training in lower *n* Achievement—which in fact is exactly the case. . ." (pp. 376-377).

To summarize the personality-deficit point of view, Ausubel and Bettelheim assume that the lower class Negro emerges out of childhood pyschologically incapable of adjusting to *any* type of organized social environment, whether white or Negro. Not only does he lack the values and goals, and the types of competence that are necessary for success in the white middle class world, but he is equally unfitted for adequate adjustment to life in the Negro ghetto. McClelland's view is less inclusive, though his notion of a strong survival of attitudes and values developed under slavery implies that contemporary Negro child-rearing practices are basically dysfunctional.

A different type of cultural deprivation hypothesis stresses the importance for scholastic achievement of motivation that is inherent in the information-processing or action components of the behavior itself. Hunt (1964) believes that the normal development of such intrinsic motivation, observable in children and animals as an interest in new experience, requires a variety of stimulation in early life that is lacking in lower class environments. Hunt suggests that by the third year of life the physical and social conditions of poverty are no longer adequate for the proper unfolding of what he calls "growth motivation"—manifested as a general seeking for increasingly complex tasks and situations. In the home crowding, lack of toys and other objects to play with, and restricted adult language patterns "offer little opportunity for the kinds of environmental encounters required to keep a two-year-old youngster developing at all, and certainly not at an optimal rate and in the direction demanded for adaptation in a highly technological culture."

According to Hunt, another probable source of motivational deficit in lower class school children has to do with "the problem of the match" between old and new experiences, as suggested by Hebb's notion of an optimum of incongruity for arousing the individual's interest. Applied to the disadvantaged child, the gap between the stimulus homogeneity of the home environment and the level of information provided by a fixed school curriculum may be so enormous as to generate bafflement and defensive inattention.

Still another point of view has recently been advanced by Bereiter (1966), who denies the applicability of the sensory deprivation concept to lower class children. He points out that sensory deprivation has nothing to do with the educational quality of the stimuli available, but only with their variety, intensity, and patterning. "On these purely quantitative bases," he comments, "automobiles passing in the street are as good as story books, old shoes are as good as dolls, and trash cans are as good as toy drums." Bereiter believes that the disadvantaged pupil lacks motivation because he does not possess the one essential tool of academic learning, hence is overwhelmed by the difficulty of the tasks that are put before him. What the child lacks is the ability to use language as a device for acquiring and processing the kind of information that is transmitted in the classroom.

Opposed to the various notions of cultural *deprivation* is the concept of cultural *conflict*. Inkeles (1966), Riessman (1962), Cloward and Jones (1963) and others have pointed out that minority group cultures have distinctive systems of values and goals that are not taken into account by the school. The lower class Negro child may acquire the kind of compentencies—the motives, attitudes, and skills—that are needed for optimal adjustment to the conditions of life that he is likely to encounter. The skills that are valued in his own culture may be intrinsically difficult, and require for their mastery a good deal of effort and persistence, yet be totally ignored by the educational establishment. Thus the low academic motivation of the Negro pupil may be a reflection of the lack of relevance of the competence goals of the school to the competence goals toward which the child has been socialized by the transmitting agents of his own culture. In short, according to such writers as Inkeles, Reissman, and Cloward and Jones, the problem of motivating the Negro pupil is essentially one of accommodating the educational goals

of the school to the values, goals, and learning styles that have been socially transmitted to the child in his home and neighborhood environments.

Clark (1965) presses the point further, by squarely placing responsibility for the massive academic failure of ghetto school children with the teachers and school administrators. To Clark, every one of the assumptions associated with the term "cultural deprivation" is "primarily an alibi for educational neglect, and in no way a reflection of the nature of the educational process." He believes that a key component of the deprivation which afflicts ghetto children is that generally their teachers do not expect them to learn, and have adopted as their concept of their function custodial care and discipline. Accordingly, the motivational problems of the children will be solved when teachers can be motivated to teach effectively—that is, to set high standards of scholastic performance, and to provide good instruction, combined with emotional acceptance and support.

Summarizing the brief survey of current assumptions regarding the low academic motivation of Negro children, the main emphases seem to be on (a) various types of personality and cognitive deficits associated with the notion of cultural deprivation, (b) the discontinuity of home and school competency training, and (c) the failure of predominantly Negro schools to provide the same quality of instruction that is provided in white middle class schools. Without belittling the importance of family background influences on children's academic success, this writer would like to emphasize that educational institutions can do a good deal more than they are doing at present to improve the learning of disadvantaged students. By way of illustration, consider what is known about characteristics of teachers in predominantly Negro schools as compared with those of teachers in white middle class schools. Some illuminating facts were recently reported by Herriott and St. John (1966). Their data are based on interviews with a national sample of teachers and principals in urban public schools. Schools were divided into four categories on the basis of the socio-economic level (SES) of the pupil enrollment. Not suprisingly, racial composition of the student body was closely related to SES. Thus only two per cent of students in schools of highest SES were Negro, while 73 per cent of pupils were Negro in the schools of lowest SES. Both principals' and teachers' replies to a series of questions indicate that the lower the school SES, the smaller the proportion of teachers who enjoyed their work, had personal loyalty to the principal, desired to remain at their present school, had favorable opinions of the motivation and behavior of their pupils, and did not waste a lot of time in the classroom. As reported by principals only, the lower the school SES the smaller the proportion of teachers who were competent, made an effort to improve their competence, and were strongly interested in their students. The meaning of these teacher differences is that, on the average, children from low-income homes, most of whom are Negro, get more than their fair share of classroom exposure to teachers who are really unqualified for their role, who basically resent teaching them, and who therefore behave in ways that foster in the more dependent students tendencies toward debilitating self-critism.

Without knowing more about the matter, one might be tempted to assume that the teachers referred to are essentially reacting to the intellectual and motivational deficiencies of the minority group pupils. But this is only partly true. Davidson and Lang (1960) found that regardless of their scholastic standing, elementary school pupils from blue-collar homes tended to perceive their teachers as rejectant. In two small-sample studies (Gottlieb, 1964; Clark, 1965), the race of teachers seemed to make a difference in how they viewed Negro students, with white teachers (who outnumber Negro teachers in most predominantly Negro schools in the North) being less accepting of them.

That attitudes of teachers toward their students, particularly teachers' expectations regarding achievement, can affect the children's rate of intellectual growth, was dramatically demonstrated in an experiment by Rosenthal and Jacobson (1967). They desiged an experiment which utilized an entire elementary school as a laboratory. An intelligence test, falsely represented as a new instrument for identifying academic "bloomers" was administered to all of the pupils before the start of the school year. About 20 per cent of the children in each class, randomly selected by the experimenters, were described to their new teachers as academic "spurters," who could be expected to show unusual intellectual gains. Teachers were cautioned not to discuss the test findings with either the pupils or their parents. At the end of the school year the experimental children revealed, on retest, significantly greater gains in IQ than the control children. In the lower grades, average differential gains in favor of the experimental group were as large as 15 IQ points in some classes.

Unfortunately, the experiment conveys little information about the processes that mediated between the teacher's expectations and the enhanced development of intellectual skills in children earmarked for mental growth. Only direct observations of teacher-pupil interactions will provide definite answers to questions of mediation. Further, the data are not as consistent for all classes as one would wish. Yet their implications for educational practice are so fundamental that further research is clearly in order. Two implications may be mentioned: that when teachers have rigid expectations of poor achievement from lower class children, or from pupils in low ability tracks, the expectations may function as self-fulfilling prophecies.

The experiment by Rosenthal and Jacobson is highly suggestive with respect to the importance of teacher's motivation for the success of the teacher-learning process. Yet it tells us little about the role of the pupils' motivation to learn. How much of the disadvantaged students withdrawal from the influence of teachers is cause, and how much simply an effect, or low academic achievement? To put the matter more directly, would more adequate motivation to learn really make a great deal of difference with respect to academic achievement? One provocative hint as to the probable answer is provided by an imaginative experiment that was conducted in the Lower East Side slums of Manhattan. As reported by Robert Cloward (1966a), predominantly Negro and Puerto Rican fourth and fifth grade pupils who were reading below grade level were tutored for seven months by paid volunteer high school students who were also deficient in reading skills. It was found that children who received four hours of tutoring per week gained six months of growth in reading competence, as compared with an average gain of 3.5 months on the part of matched controls who were not tutored. The effectiveness of the tutoring, which occurred at a neighborhood center after regular school hours, was not influenced by whether the children were receiving special remedial instruction in reading as part of a regular school program.

Perhaps the most startling outcome of the program was its impact on the tutors themselves. Not only did they help their pupils to read better, according to Cloward

(1966a), but they showed remarkable gains in their own reading proficiency. In the seven month period the tutors showed a mean growth in reading skills of 3.4 years, as compared with 1.7 years for the controls. The results of the experiment seem to contradict the assumption of most educators that "the amelioration of reading retardation requires special teachers or professionally trained reading specialists who possess technical skills necessary for assessing individual reading disabilities and are competent to prescribe suitable remedial activities."

Though one can only guess at the factors responsible for the reading gains, one may assume that the gratification of needs was critical. From the tutorial contacts between youngsters of similar social background there probably emerged mutually supportive relationships in which the dependency needs of the young pupils received gratification from the helping efforts of self-esteem through enactment of the nurturant role that had been entrusted to them by adult authorities.

Another recent project demonstrates how much can be done to raise the level of competence of marginal high school graduates by teachers who are sensitive to their special needs, and their intellectual strengths and weaknesses. Known as "Operation Second Chance," the program has been described by Meister, Tauber and Silverman (1962). In 1960 and 1961 about 70 low-achieving students from disadvantaged backgrounds received special guidance and instruction four nights a week for a full semester at Bronx Community College. According to the authors, much evidence of unreleased academic potential emerged when an opportunity was given in the program to overcome previous deprivations. Highly motivated high school graduates of relatively low prior attainment achieved startling jumps in scholastic progress. Thirty per cent of the group, below the 33rd percentile in SCAT scores moved up to the middle third; 33 per cent in the middle third moved up to the top third in verbal ability. Comparable improvement was made also on other test scores.

To recapitulate, recent experiments and remedial programs indicate that imaginative teaching and guidance efforts can do much to raise the level of performance of the marginally adequate student with a background of social and economic disadvantage. Much more needs to be known about the factors that influence the will to learn in such youths. But many valuable clues are already available. For example, in the recent Coleman survey of American public school education, three expressions of student attitude were measured: interest in school work, self concept as regards ability, and sense of control of own fate. Of all the variables that were evaluated including eight features of family background taken together, and a much greater number of objective school characteristics taken together, these attitudes showed the strongest relation to performance at all grade levels studied. For Negroes, perception of fate control was clearly the most important of the three attitudes. (To assess it, students were asked to respond to three statements—that "good luck is more important than hard work for success," that "every time I try to get ahead something or somebody stops me," and that "people like me don't have much of a chance to be successful in life.") With or without family background characteristics partialled out, sense of fate control accounted for about three times as much variance in the test scores of Negroes as of whites at the higher grade levels, both in North and South.

White proficiency was more closely related to self concept than to control of environment. In the words of the Coleman report, "it appears that children from advantaged groups assume that the environment will respond if they are able to affect it; children from disadvantaged groups do not make this assumption, but in many cases assume that nothing they will do can affect the environment—it will give benefits or withhold them but not as a consequence of their own action." (p. 321). The crucial role of this factor in determining level of performance is suggested by the finding that Negro pupils who answered "hard work" scored higher on a test of verbal ability than did white pupils who chose the "good luck" response.

Only a small fraction of the variance in fate control was accounted for by family background factors, and almost none of it by objective school characteristics. However, one variable is consistently related both to this attitude and to self concept. As the proportion of white in the school increased, the Negro student's sense of internal control increased, but his self concept declined. It would appear that in integrated classrooms minority group students were less confident of their ability to compete, but were more aware of opportunity.

Perhaps the most important motivational problem of disadvantaged students who encounter academic difficulties is their high level of anxiety. Paradoxical as it may seem, the anxiety is often caused by inordinately high demands for academic achievement from minority group parents—demands that are higher even than those imposed by white middle class parents. Several investigators, for example Bell (1965) in Philadelphia and Keller (1964) in New York City have found that a majority of Negro parents who have attained an economic status above the very lowest levels of poverty desire a college education for their sons, and majorities or near-majorities want them to enter professions. These aspirations are so discrepant from the amount of effort most lower class parents actually devote to their children's educational needs (for example, helping with homework), and so unrealistic in view of the typical lower class child's academic retardation, as to suggest that they are merely empty statements made for the benefit of the interviewer, or expressions of fantasies that have nothing to do with real events. In the opinion of this writer, the aspirations of the parents are indeed in the nature of wishful fantasies, in the sense that the parents do not know how to implement them, but the aspirations have consequences in that they somehow get conveyed to the child as expectations he is expected to fulfill. Thus we have found in a study of sixth-grade Negro school boys in Detroit that those whose scholastic achievement is mediocre or low tend to be harshly over-critical of their own efforts, rather than easily satisfied or indifferent. The high aspirations of Negro parents can also be seen reflected in the responses their children give to questionnaire items. In the Coleman survey, Negro twelfth grade students reported higher levels of academic motivation, interest and aspiration than whites. For example, when asked about whether they wanted to be good students, a higher proportion of Negroes than any other ethnic group—over half—reported that they wanted to be one of the best in the class. Negroes reported also more studying outside school than any group except Oriental Americans. There is, I daresay, a large element of defensiveness or wishful thinking, or both, in the Negro responses. This becomes apparent with regard to college aspirations, for while more Negroes than whites in the Coleman study reported a desire to go to college, lower proportions of Negroes had seen a college catalogue or written to a college. But having a need to overstate the degree of one's educational interest on an anonymous questionnaire is in itself a fact of much significance. It reveals that one holds achievement values

and achievement standards that do not get reflected in actual achievement efforts. Values and goals have been internalized, but not the behavioral mechanisms requisite for attaining them. The discrepancy between achievement attitudes and achievement behaviors is not difficult to understand, for verbal attitudes are relatively easy to acquire through mere imitation of verbalizations observed in adult or peer models. If the attitudes expressed are the "correct" ones, i.e., are held by socializing agents, they will tend to be rewarded with approval. But performing the behaviors that are requisite for attaining the achievement goals is a more difficult feat for the marginal student than is the acquisition of verbal attitudes about the goals, especially when the home is lacking in competent models to imitate, and when academic efforts are not socially recognized and encouraged. Apparently, the uneducated Negro mother tries to socialize her child for scholastic achievement by laying down verbal rules and regulations about classroom conduct, coupled with punishment of detected transgressions. But she does not do enough to guide her child's efforts at verbal-symbolic mastery. Therefore, he learns only to verbalize high standards of academic interest and attainment which provide a basis for negative self-evaluations. Moreover, as part of his adjustment to failure, the low-achieving Negro student learns to use expressions of interest and ambition as a verbal substitute for behaviors he is unable to enact. The effect is probably double-edged: anxiety is reduced in situations where verbal expressions are enough, yet by emphasizing the discrepancy between real and ideal performance, anxiety is raised in actual achievement situations. Hence, as the Negro student falls increasingly behind in his school work, the expression of high verbal standards contributes to a growing demoralization. His situation is analogous to that of the chronic transgressor whose avowed beliefs become increasingly puritanical as his profligacy grows.

The task of the educator is to reduce the marginal student's achievement anxieties by providing a series of intermediate scholastic goals that are attainable through reasonable expenditures of effort, and to convert residual anxieties into productive motivation for higher life status. At the community college level these objectives call for boldly imaginative innovations. Yet according to Medsker (1966), "To date, neither the community college curriculum nor the techniques of instruction have changed materially. Innovations are few and scattered and seem more often to be made as a novelty or as a means of reducing staff time or space needs rather than as experimental measures to capture the imagination of students." This need not be read as a condemnation of community college administrators, for the fact of the matter is that curricular innovations of proven worth are not yet available for adoption. However, certain changes in procedures for meeting the advisement needs of marginal students do have demonstrated value, and should be instituted. It is well established, for example, that students from low-income families are handicapped by a lack of realistic vocational goals, and a lack of information about suitable pathways to such goals. The need for guidance and counseling is self-evident. Yet according to Medsker, a recent national survey of student personnel practices in community colleges revealed some appalling shortcomings: adequate guidance and counseling is provided in less than one-half of the colleges, adequate provision of occupational information is extremely rare, and current staffing patterns are grossly inadequate both quantitatively and qualitatively. Thus it is clear that community colleges are not yet fully committed to the challenging task of unleashing the hidden potential of the disadvantaged student.

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Remedial Reading In Junior College

Dr. Walter Ambinder

In any consideration of students with reading difficulties, it is necessary to distinguish those students who are lacking certain high-level specific reading skills from others who have a more widespread disability. The former group is one which is probably more familiar to you. Programs for development of better comprehension of reading, faster reading, and more adequate study habits abound. Even in colleges and universities which are scholastically highly selective, provision is frequently made for development of high-level skills. Reading materials which are used in these courses are demanding and appropriate to the interests and abilities of a very superior group. The material frequently includes excellent fiction, technical reports, as well as essays of current interest.

In most cases the student is already competent to read the material but not as fast as he would like to read it, or perhaps without the comprehension that he would like to develop. The courses I am referring to are frequently not very different from what is offered to the public and accompanied by "loud" advertisements proclaiming that this or that public figure has taken the course and has increased his speed by 300 per cent or more. These courses are not remedial in nature. They presuppose a basic mastery of the decoding phase of reading. They are developed to permit teaching relatively large groups and rely heavily on self-instructional written materials. What little evidence there is which is useful in evaluating the effectiveness of these courses suggests that students who take them are likely to improve the honor-point average over those who don't take the courses. These courses are developmental in nature. Thus, students are adequately dealt with by these methods.

I want to spend my time discussing a group of students who are not as easily helped but who are frequently confused with this group. These are students who cannot read very well, not only because they need to improve but because they need help in the basic procedures involved in decoding words. I hasten to add that these students are frequently within the average range of intelligence, even though they may be practically illiterate. Here is a case in point:

> Mr. L is a successful contractor who is unable to look at a book without becoming dizzy and headachy. He grows angry and manifests a cold rage when he recalls his school career. As a boy, he was considered stupid, lazy and careless because of his inability to read. His frustration is apparent today when he describes his attempts to hide his inability to read. He uses all sorts of evasions and excuses to hide his shame from his co-workers, his friends and family. He refuses to run for office in the fraternal order, of which he is a member, simply because he fears he might have to give a report that will require reading. His wife who, of course, is aware of his problem, is at his side whenever he needs to deal with written material. In his business he is obviously handicapped when he must offer an "estimate" to a customer on a particular job: he pretends not to have paper or a pencil on his person in order to force the customer to write the quotation. Let me reiterate, the man in question is obviously bright and capable. In spite of his handicap he is successful—but at a tremendous cost to his psyche—and he certainly is not as successful as he might be.

Reading help for this man is not a simple matter of speeding him up; it is far more of a combination of the best didactic methods for his particular problem, together with a large dose of psychotherapeutic tutoring.

In order to understand the special problems of the disabled reader, it is instructive to look at the situation from the point of view of a normal reader. The student looks at a pile of books and reasons that if he could increase his speed 25 per cent, he will be able to cover more ground. He takes a course expecting to be helped. His approach is one of optimism. He has had reasonable satisfaction in the past and wants to get even more.

Now, the problem of the remedial reader is more difficult. He has never achieved any success. He approaches reading tasks knowing that he is not likely to succeed.

He has failed for many years, usually starting at kindergarten, and then every year thereafter. He has had tutoring from parents or the nice lady across the street, or from teachers or school. In some instances the method consisted of repeating some of the techniques that were formerly unsuccessful or by keeping him back a grade; in some cases it was a summer program, or an after school program. In some cases it was using materials much more suitable for young children.

At home he was ridiculed, overtly or covertly, by family or friends. Perhaps there were scenes at home with both parents alternately crying or threatening, cajoling, bribing or punishing, claiming that he is lazy or uninterested, stupid or emotionally disturbed. It is not a pretty picture, but continual failure rarely is.

His teachers, even those who understood he had a special problem, were frustrated by him and may have vented their feelings in subtle and not so subtle ways. Social psychologists tell us that our self-concept is developed out of the reactions of other people, and it is likely that we accept other people's evaluations of our selves. In other words, the person who is a poor reader gets to believe he not only is a poor reader but that he is a valueless, totally worthless person. Even in culturally deprived homes, learning to read is a value. The poor reader tends to learn ways of defending himself against the learning tasks rather than coping with it. The job becomes one of reducing anxiety rather than reading. In a nutshell, the problem of learning disability for many is far more than lack of knowledge; it has to do with their own feelings about themselves as human beings and developing this competency is likely to have rather profound effects on their total personality.

In classes emphasis is on giving an answer and getting "off the hook," avoiding being called on for recitation and pretending to try rather than actually trying. In some cases, the student finds the ambiguity of thinking almost intolerable and turns in exam papers only half completed. How do we help a person who is in this situation, and how did he get thay way?

One way not to help is to pretend that all he needs is

instruction in the same way that he was given in high school. Lectures, workbooks, and group discussion are definitely not the answer, nor is programed instruction of the type which might be helpful to a class assigned to learning the bones of the body. Our problem is as much emotional re-orientation as it is cognitive skills—to assume that we can help him rid himself of his fears, his anxieties, his poor self-concept by the typical class is as naive as to assume that you can stop truancy by giving truants road maps showing the shortest route to school.

Given the complexity of a problem such as reading, which has motivational, emotional, perceptual, cognitive components, I think our educational institutions tend to take a naive, oversimplified, unsophisticated approach to remediation. We know far more than we are willing to put into practice—the basic approaches are available. Let's take some simple principles:

The nature of the remediation should bear some relationship to the problem. There seems to be a need for preliminary diagnosis. Some estimates need to be made of the person's capacity to profit from remedial work, the kind of reading tasks he can or cannot do. Is his problem comprehension, speed, application, unlocking new words, vocabulary deficit, reading for detail, developing visual imagery, or what?

Once we know this, we need to study what caused the problem to begin with and what factors are currently operating to depress functioning; e.g., vision, emotional problems, auditory perception, etc.

The next step is the formulation of specific hypotheses and hunches as to how to help the reading process and then to develop better skills. To achieve these goals is expensive and time-consuming. It is a totally individualized approach, though parts of the program can be carried out in group settings. While at first glance it seems impractical in our era of penny pinching for education, it is far less impractical than repeating what has been tried at the high school and has proven to be useless.

A SPECIAL PROBLEM:

Many of the severe reading (and arithmetic) problems seem to be diagnosable as dyslexia. While the origin of the problem is not clearly established, there seems to be excellent evidence to suggest a type of brain dysfunction, one which is so mild that it manifests itself only in a few minor, hardly discernible symptoms. The major problem seems to be a relative inability to integrate visual and auditory sensations and an impairment of the ability to deal with abstract language. Some of the youngsters with so-called "cultural deprivation" may actually be biologically deprived as well as culturally deprived. Evidence is readily available that prematurity, miscarriages, poor prenatal medical care, inadequate nutrition, etc., are far more prevalent in the inner city than other areas, and some of the learning problems that we see may actually be caused by mild brain dysfunction rather than merely a lack of good teaching or adequate discipline. Knowing the nature of the problem permits a realistic assessment in terms of prognosis, most useful program, time commitment, etc.

For the student with a severe problem, having him work in a group only a couple of times a week is tossing money down the drain. Perhaps he needs three hours a day. Maybe he can't tolerate public learning but can deal with individual tutoring. Putting him in a typical program only slows up everyone.

I would like to offer a few suggestions about personnel. A good program ought to be staffed with reading specialists, not retreaded English teachers, as is so often the case. These learning specialists should have the services of ancillary personnel as needed to help in diagnosis (psychologists, audiologists, etc.). Staffing presents problems and is not cheap; but we have learned that bargain basement tutoring is not very effective. Untrained tutors or warm-hearted do-gooders rarely are acceptable substitutes for professional knowledge and dedication. Not only are well-trained people required but, in addition, they need sufficient time to work with other instructors who would like help in procuring appropriate material and using techniques which are likely to prove more effective.

In conclusion, I would like to stress the following points:

(1) A good program should be developed out of a comprehensive survey of needs of students. All too often a reading program is simply based on other programs rather than the characteristics of the student body. (2) As a result of this survey, a diversity of resources, geared to a range of problems, needs to be developed. This could be large group instruction as well as individual tutoring. (3) A "hard nosed" approach as to who gets into the courses is essential—not everybody ought to be accepted if it appears unlikely to be beneficial. (4) Recognition of the emotional components of reading difficulty are essential and programs specifically designed to initiate this are required. (5) Where programs have been successful, they have been long-term ones—far longer than the typical eight to 12 weeks they usually run. Remember that often we are trying to counteract 12 years of poor habits.

Remedial Program Committee Report*

Macomb County Community College

*COMMITTEE MEMBERSHIP

Harold Boadway
Del Corey
Roger Eckhardt
Charles Eisenman
Dorothy Kaufman (secretary)
James Munro (chairman)
Harry Nichols
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Dee Shankie
Carl Signor
Eleanor Van Loo
Eleanor Veramay

The Remedial Program Committee was established at Macomb County Community College in the fall of 1965. The purposes of the Remedial Program Committee included the following: (1) The examination of the existing Macomb County Community College remedial courses; (2) The determination of the remedial needs of the Macomb County Community College students and the various instructional areas; (3) A review of the literature relating to remedial courses and programs in public schools, community colleges and senior colleges and universities; (4) The development of guidelines for the establishment of a program designed to meet the educational needs of the lowest ability level Macomb County Community College students; (5) The formulation of recommendations relating to Macomb County Community College remedial courses and needs.

The committee met regularly throughout the school year. The following reports were made by committee members: (1) Description of existing Macomb County Community College remedial courses and needs; (2) Review of remedial programs and courses in other educational institutions.

A number of visitations were made by committee members to the following educational institutions to observe remedial programs and facilities and talk to individuals conducting the programs: Auburn Hills Campus of Oakland Community College, Delta College (The Improvement Division), Flint Community Junior College (The Reading Laboratory), Garden City High School (Programmed Learning Center), and Lawrence Institute of Technology (Reading Center).

The Remedial Program Committee divided into two subcommittees for the second phase of its operation. The next two sections of this report contain the recommendations of the two subcommittees. The first dealt with the development of a program for the lowest ability level students and the second dealt with the existing, essentially preparatory, remedial courses.

A BASIC IMPROVEMENT PROGRAM

RATIONALE

Macomb County Community College is presently committed to the role of an open-door institution. Virtually all high school graduates as well as adults who have not completed high school but who demonstrate the potential (usually through GED Tests) to benefit from college programs are admitted. Serving the function of an "opportunity" institution necessitates the development of a variety of courses, programs and services to meet the educational, occupational and cultural needs of the diverse student body.

A significant proportion of students who are admitted to MCCC are not initially prepared to successfully complete many college level courses. Therefore, realistic programs and courses are necessary to provide the background which students lack. One of the major problems which most remedial programs have not sufficiently resolved is the range of individual needs. Another problem stems from the objectives established by most remedial courses which are designed specifically to prepare, often in one semester, academically deficient students to succeed in college level courses. Most of the existing remedial programs do not provide sufficient flexibility in instruction and time commitment to adequately meet the needs of the students.

MCCC has developed a variety of programs and courses which are intended to provide for the diverse needs of the student body. The Liberal Arts and Applied Science transfer programs and courses are effective in that students who are able to succeed in them also generally do well when they do transfer to a senior institution. A variety of career programs have been developed and it is anticipated that many more will be developed as certificate or Associate Degree programs. A college level experimental general education program, the Educational and Cultural Development Program, has been developed for the average to poor student who is often described as "latent terminal." However, no systematic program has been specifically designed for students with virtually no hope of succeeding in existing programs or courses.

The need for additional and more basic remedial services is indicated by the rate of failure in the existing remedial courses, English 50 and Mathematics 90 specifically. There is no evidence that either of these courses provide the assistance needed by a significant proportion of remedial students. Therefore, a Basic Improvement Program has been proposed to provide an individualized, coordinated, flexible and systematic educational experience for the lowest ability-level students.

Studies conducted at a number of community colleges across the United States clearly indicate that students who score below the tenth percentile on their total SCAT or similar test scores, have virtually no chance of succeeding in college level courses or programs. These students generally have reading scores which average near the ninth grade level and range from the fourth to the twelfth grade levels. Characteristically these students also have severe deficiencies in writing, speaking, listening and study skills.

Even though most community colleges admit students in the lowest ability level, most do not offer special programs for them. Dr. Schenz reported (*Junior College Journal*, May 1964) over 90 per cent of the community and junior colleges surveyed admitted such low ability students while less than 20 per cent had developed courses and programs specifically designed to meet student needs. Some of the community colleges which have developed special programs for low ability students are: Bakersfield College (Program O), Bronx Community College (Discovery Program), Chicago City Junior College (Basic Curriculum), Delta College (Improvement Division), Flint Community Junior College (Curriculum A), Grand Rapids Junior College (Developmental Program), Los Angeles City College (Experimental Program for "low-ability" students), Miami-Dade Junior College (Guided Studies Program), and St. Louis Junior College (The General Curriculum).

The research results reported from many of these programs clearly indicate that there are approaches which can be of significant benefit to the low-ability student. This is not to say, of course, that it can be expected that large numbers of these students will ultimately succeed in transfer courses. However, some can improve sufficiently to succeed in transfer programs and others can be helped to succeed in career programs and/or to improve their general level of education.

STUDENTS

Local and national studies indicate that students who score below the tenth percentile on the total SCAT score have practically no chance of success in regular college courses or in conventional remedial courses. Therefore, it is proposed that the Basic Improvement Program be initiated in the fall of 1966 with 60 students in the experimental group. These students would be randomly selected from those applicants who (1) Have poor high school records; (2) Score at or below the 10th percentile on the SCAT total score; and (3) Who wish to be full-time day students.

It is anticipated that a control group would also be identified and studied in relation to the experimental group.

CURRICULUM

The Basic Improvement Program would initially include:

College Skills	5 hours
Communications 90*	4 hours
Social Science 150	4 hours
Orientation 150*	1 hour
Physical Education 100	1 hour
	15 hours

*It is recommended that special sections be scheduled with one person handling all three sections in each area.

The student's schedules in subsequent semesters would be determined by his improvement and interests. A student might continue with College Skills for additional semesters according to his individual needs.

The description of and rationale for the courses which would comprise the curriculum of the Basic Improvement Program are contained in the following sections:

I. COLLEGE SKILLS — The Basic Improvement Program student would be expected to register for five hours of College Skills during his first semester in college and to continue his studies in subsequent semesters in accordance with his needs. College Skills would be conducted in the Programed Learning Center which will be established on the South Campus during the summer of 1966.

   The Programed Learning Center would provide individualized instruction through the directed use of a variety of programed learning materials. Each student would receive an initial interview with the Director of the Programed Learning Center and would be assigned to specific programs and parts of programs on the basis of the interview and comprehensive diagnostic testing. The improvement of English, mathematics, reading and study skills would be the major purposes of the College Skills experience.

   The instructional process of the Programed Learning Center would be characterized by (a) Individualized assignments based on an interview, diagnostic testing and student interests; (b) Each student proceeds at his own rate of speed; (c) The student bypasses material with which he is familiar, and (d) The student does not proceed to another lesson until he has attained a satisfactory performance level on the preceding lesson. The student would proceed to other college courses when he attains the necessary level of performance.

II. ORIENTATION 150 — Basic Improvement Program Students would register for special sections of Orientation 150. It would be preferable to have one counselor work with these three special sections. The Orientation course would provide the following services for the student: (a) Group and individual guidance and counseling; (b) The development of realistic vocational and educational goals; (c) The development of an understanding of strengths and weaknesses; (d) The improvement of study and test-taking skills; (e) Development of ability to investigate vocations and estimate the chances of success in an occupation; (f) Exposure to a variety of educational and occupational choices; and (g) Increased understanding of testing and individual ability, achievement, and interest test results.

III. SOCIAL SCIENCE 150 — This college-level course would provide the subject matter framework and reference basis for the total Basic Improvement Program. The broad, interdisciplinary, contemporary nature of the social science course is more appropriate to the needs of students who will most likely not continue very far in college.

   Basic Improvement Program students would register for existing sections of Social Science 150 along with ECD Program students so that separate sections would not be established. This would somewhat broaden the social contacts of the Basic Improvement Program students and would also provide a college-level course which could be used for those students who are able to improve their academic abilities sufficiently to continue in career or transfer programs.

   The content of Social Science 150 and 160 is designed to provide the information that a student needs (a) to understand his political system sufficiently to permit effective participation; (b) to know the social problems that exist today within our society and what efforts are being made to resolve them; and (c) to realize the social structure and realities of social relations to assist in getting along with others and striving realistically for an adequate place in society.

   The skills that Social Science 150 is designed to develop and utilize are the same as those with which a good remedial program would be concerned — reading improvement, reasoning to conclusions warranted by the evidence and clearly expressing one's own thoughts that they may be understood. It is anticipated, therefore, that the content of social science will both reinforce and provide a means of carryover for the various skills with which the rest of the Basic Improvement is concerned.

IV. ENGLISH COMPOSITION — Basic Improvement Program students would enroll in special sections of a non-transfer communications course. The existing Communications 90 and 91 might be used. An emphasis on oral communication should prove especially beneficial for these low ability students. However, it would also be possible to use special sections of English 50 for these students. It is important that one instructor handle the three proposed experimental sections so that internal consistency and coordination with the other elements of the program can be maximized.

   Some of the objectives of such a remedial communications course might include: (a) enabling the student to read, write, speak, listen and think well enough to operate effectively in society; (b) assisting the student to improve his communication skills from whatever level he begins; (c) helping the student develop a critical thinking ability of verbal media; (d) allowing the student an individual pace of progress through smaller classes and independent learning experiences; and (e) improving the student's ability to take essay examinations and lecture notes.

It is essential that the communications instructor work very closely with the Programed Learning Director and the counselor assigned to participate in this program.

Basic Improvement Program Recommendations

I. That a Basic Improvement Program be initiated for the fall, 1966 Semester to include approximately 60 full-time day students in the lowest ability category (Poor high school records and total SCAT scores below the tenth percentile). Some of the general purposes of such a program are (a) To permit an early identification of low ability students and to provide special assistance to them; (b) To eliminate the low ability students from most regular college classes until such time as they meet minimum course

and program standards; (c) To provide intensive, individualized and coordinated remedial assistance to the lowest ability students; and (d) To assist students to adjust to their actual strengths and weaknesses and to select more realistic educational and occupational goals.

II. That the Basic Improvement Program initially consist of College Skills Improvement (Programed Learning Center), Orientation, Social Science, English Composition (Communications 90 or English 50) and Physical Education 100.

III. That special sections of Orientation and English Composition be designated for these students.

IV. That one counselor and one English instructor be assigned respectively the special Orientation and Composition sections. These two individuals should be volunteers who are interested in working with low ability students.

V. That a team be formed consisting of the Director of the Programed Learning Center, the counselor and English instructor selected to participate in the program and a social science representative. This team should meet as soon as possible to plan program details and coordinate efforts.

VI. That a comprehensive research design be formulated to study the Basic Improvement Program during the 1966-67 school year. It is anticipated that a sizable control group would exist for comparative purposes.

VII. That a college credit category be established for the College Skills experience so that it can be included in the credits carried by students and have tuition assessed to contribute toward support of the Programed Learning Center.

VIII. That minimum performance levels be established for courses and programs to facilitate effective placement of students.

IX. That the Basic Improvement Program be considered as an integral part of the 1967 Summer School Schedule to assist in the preparation and placement of poorly prepared high school graduates.

X. That adequate diagnostic and pre-post testing be provided in the program to permit student progress to be readily determined.

XI. That reading improvement be stressed in all parts of the program.

Recommendations of the Preparatory Courses*

I. That departments encourage communication and coordination among instructors of the various preparatory courses.

II. That consideration be given to extending some remedial courses to more than one semester.

III. That a referral service, such as a programed learning center, be made available for supplemental assistance to all students with specific problems which can not be resolved in the classroom situation.

IV. That specific course goals and minimum performance standards be established for all courses and that each instructor be informed of these.

V. That appropriate minimum levels of reading ability be determined for admittance to courses requiring extensive reading.

VI. That remedial composition courses include units dealing with material relevant to other courses, such as how to write effective questions, how to take notes, etc.

VII. That a more extensive orientation program be provided for students to assist them in improving their study skills and relating their abilities to realistic educational and occupational goals.

VIII. That Chemistry 99 include more laboratory experience to provide practical relationships for students.

IX. That some means of providing educational assistance in mathematics and English be provided for students who are unable to benefit from the existing remedial courses.

X. That continuing research be conducted on remedial students, courses, etc. so that more rational dispositions can be made.

*Subcommittee Members: Del Corey, Harry Nichols, Ingrid Sandecki, and Carl Signor.

A Description and Preliminary Evaluation of a Community College Experimental Education Program

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INTRODUCTION

This presentation consists of a description and preliminary evaluation of an experimental general education program. This program was developed by community college personnel for community college students and provides a broad first-year college experience in a personalized atmosphere. The Educational and Cultural Development (ECD) Program was developed and has operated at Macomb County Community College since September, 1965. Approximately 1,100 students have been involved in the program since its inception. The descriptive portion of this presentation includes material relating to the program rationale, background, objectives, and stu-

dent characteristics. The evaluation portion includes research design, methodology, and subjective and objective materials which are available at this time.

PROGRAM RATIONALE

The development of the experimental ECD Program was stimulated by a number of perceived needs at MCCC. It was anticipated that curricular experimentation and related research would assist in the resolution of some of the following problems which were confronting the institution: curricular inadequacy, unrealistic student educational-vocational selections, meeting student general education needs, increasing impersonality and faculty complacency.

CURRICULA

The apparent disparity between the available curricula at MCCC and student characteristics and needs was the result of the history and growth of the institution. The fantastic enrollment growth of the college from 84 students in 1954 to over 10,000 students in 1966 tended to encourage curricular growth along the path of least resistance. Therefore, the overwhelming majority of students were enrolled in liberal arts transfer programs even though only a small proportion of them were actually transferring. Those students who did actually transfer to a senior college or university tended to achieve well, which indicated that the transfer function was being effectively achieved.

Medsker found that nationally only about one-third of the students who enrolled in transfer programs actually did transfer and the available evidence indicated that the actual transfer rate was even lower than that at Macomb County Community College.[1] Burton Clark has characterized the students who aspire to transfer, but do not, as "latent terminal" students and emphasized the importance of devising more effective experiences for them in the following statement:

> The basic problem of the junior college is the processing of the student who falls between the the transfer and terminal groups. Students with transfer intentions for the most part do not transfer, but neither do they complete terminal curricula. Most terminate their education while in the college but do so as drop-outs while pursuing transfer work... the administration of curriculum and instruction is centrally concerned with the processing of this in-between type. ... The battle of the production line in the junior college is to hold on to a good share of these students long enough to train them for an occupation or to add to their general education.[2]

The evident magnitude of the problem of inappropriate educational programs for community college students determined that the ECD Program would be designed to provide more effective educational experiences for students who would probably not transfer.

[1] Leland M. Medsker, *The Junior College: Progress and Prospect*. (New York: McGraw-Hill Book Co., Inc., 1969), p. 112.

[2] Burton R. Clark, *The Open Door College*, (New York: McGraw-Hill Book Co., Inc., 1969), p. 84.

EDUCATIONAL-VOCATIONAL REDIRECTION

Closely related to this problem of inappropriate curricula is the problem of assisting students to make more realistic educational and vocational decisions. In all probability, a majority of community college students enter college with unrealistic aspirations. The difficult task of redirecting students from unrealistic to realistic educational and vocational goals has frequently been ignored or insufficiently emphasized in community colleges. Systematic attention must be given to the redirection function, if community colleges are to effectively meet the student needs. Therefore, the ECD Program has several features, including an orientation course which will be described later in the presentation, to assist students in assessing their abilities and selecting appropriate educational-vocational goals.

GENERAL EDUCATION

The problem of providing an effective general education for community college students was another major consideration in the development of the ECD Program at MCCC. The phase, "general education," is used in a great variety of ways, meaning many different things to different people. The following statement written by Horace T. Morse, the late dean of the General College of the University of Minnesota, clarifies the meaning of "general education" as it is used in this presentation and differentiates general education from liberal education:

> Thus the previous discussion is concerned with the possible differences between liberal education and general education of eclectic and instrumental type. Liberal education is considered to be subject centered, with a fairly fixed body of content material, logically organized. Its goal is also the stimulation of reflective thinking, with less emphasis on behavior, and it draws its clientele from the intellectual elite. It implies a concentration in depth with frequently a more intensive cultivation in depth of one or two special fields of knowledge. It clings closely to tradition in the kinds of learning it sanctions.
>
> General education, on the other hand, is more concerned with the learner than with the content, which may be organized or reshuffled with regard to traditional fields. Its goals are individual development in its various aspects, and it places emphasis upon behavior and social usefulness as well as upon intellectual development as an outcome of learning. It is a manifestation of the democratic spirit in higher education, for it admits a wider scope of abilities and a far broader clientele.[3]

The nature of the community college and its clientele indicated to us that a general education approach might be especially beneficial.

The experimental general education program developed at MCCC consists of broad, interdisciplinary courses in communications, humanities, natural science and social science. Each course was developed to provide a stimulating introduction to that subject area and its various specialties with emphasis on developing student interest

[3] Horace T. Morse, "Liberal and General Education: A Problem of Differentiation," *General Education*, ed. James G. Rice, Association for Higher Education (N.E.A., 1964), p. 11.

in the area and general understanding and competency rather than preparation for specialization. The courses are intended to provide the knowledge and appreciation in these areas for students who might never continue their formal education in that area. The remedial function, therefore, would be considered more of a latent than a manifest function of this type of general education program. Although it is possible that by emphasizing interest first and skill development second actual remediation may be more effective.

The existence of effective general education programs in hundreds of American colleges and universities indicates that a general education approach can have value for most college students. However, it does seem probable that a general education approach is most essential where students are least likely to complete four year or graduate programs. Many four year programs provide a broad educational foundation which some students are able to integrate effectively. The students who will probably complete only a semester, or a year or two of college will have little opportunity to receive a broad general education. The vocational-technical students also have very limited exposure to general education. In many two year programs only 15 hours of general education courses are required and frequently the courses counted as such are in no way related to the definition of general education used in this report. It would appear probable, therefore, that general education has considerable potential for the improvement of community college education.

PERSONALIZATION

The problem of increasing impersonality for students in a rapidly growing commuter institution was considered to be a major handicap to the attaining of many community college objectives. Therefore, the experimental ECD Program was very deliberately structured to promote personal contacts among students and between students and faculty members. The empirical and theoretical contributions of sociologists and social psychologists were consulted in relation to reference group theory, primary group relationships and the process of socialization.

The ECD Program was created as a separate, identifiable unit within the larger college. For its initial year (1965-66 school year), the program was structured to handle between 400 and 500 students of the more than 7,000 students enrolled in the college. It was decided for administrative and research reasons to initiate the program for full-time day students. The ECD Program students were clearly able to identify with the program as will be discussed in the evaluative section of this report. The program operation provided opportunities for student contact and feedback to the faculty and the program director. Students had ready access to the program director, because of an open door office policy and the establishment of a student advisory council which included representatives from each block of students and met weekly with the director.

The promotion of primary group relationships among students was based upon the assumption that the personal and social commitments resulting from such relationships would tend to reinforce the educational goals of the college. Community college students tend to be transient, weakly committed to the institution, and not involved in college activities. In other words, they tend to be marginal in their personal-social involvement as well as their academic involvement in college. The improvement of personal-social commitment in college should also improve the students' identification with the college groups as a reference group and decrease the number of drop-outs which result from personal-social marginality.

The students in the ECD Program were subdivided into smaller units called blocks and groups. A block consists of approximately 20 students and is the basic unit of the program. Students attend all of their classes with the same block of 20 students. The first semester ECD Program students spend 10 hours each week in block discussion or laboratory sessions and spend an additional six hours each week in combination with two other blocks (approximately 60 students in all) in lecture or large group sessions. The small group sessions are conducted initially so as to foster student interaction. This tends to produce a sense of personal involvement and a sense of social security.

ECD Program students are also systematically encouraged to participate in some of a variety of extracurricular activities both for the benefits to be derived from the activity itself and the informal interaction involved. The humanities area schedules a number of voluntary, extracurricular activities which include performances at the Fisher and Hilberry Classic theatres, the Detroit Symphony, and several others. Group rates are obtained, tickets are ordered and distributed through the humanities area, students are informed and encouraged to participate. Other college activities such as dances, club events and intramural athletics are made known to the students.

The personalization emphasis of the experimental program is extended to student-faculty relationships as well. The small size of the discussion and laboratory group facilitates personal contacts between students and the faculty within the context of the curriculum. Personal conferences between students and faculty members are also encouraged and conducted. Many faculty members participate in various other informal contacts with individuals or groups of students. Additional informal contacts occur at the extracurricular cultural activities mentioned earlier. Both students and faculty members attend. A final source of informal contact between students and faculty are the series of student-faculty competitive athletic events which include touch football, basketball, softball and volleyball games.

EXPERIMENTATION AND INNOVATION

The problem of stimulating experimentation and innovation by community college personnel is one of utmost significance. The development of the ECD Program at MCCC demonstrates that it is possible for community college faculty members to cooperatively plan and operate creative programs. It is necessary to hire faculty members who are relatively flexible, open-minded and willing to work to create an atmosphere which encourages experimentation and innovation, as well as to systematically expose faculty members to new ideas and techniques and actually make changes as suggested by faculty members.

PROGRAM BACKGROUND

The development of an experimental general education program at MCCC was the result of several years of discussion and planning involving a number of individuals and committees. The various ideas which have been presented were consolidated and the guidelines for the ECD Program were established by a special planning committee during the winter and spring of 1965. The major steps in the conception and development of the experimental program are outlined in the following paragraphs.

The need for improvement in meeting the general education needs of many students had been indicated from a

variety of sources. A considerable amount of informal discussion had occurred over a period of several years and a number of written statements had referred to the need for general education. These are (1) "A Study of General Education and Its Application to Macomb County Community College," by James S. Munro, June, 1964; (2) "Dean's Committee Report," by Dean Walter Bradley, November, 1964; (3) "Proposed Programs for the Division of Liberal Arts," by Dr. Wayne Rodehorst, December, 1964; and (4) "Local Self-Study Project," directed by John R. Dimitry, 1964-65.

The experimental general education program was actually developed on the basis of the recommendations of a college planning committee. The committee's recommendations for an experimental general education program to be developed for the fall, 1965 semester, were approved by the Curriculum Committee, the Administrative Council, President Robert Turner and the college Board of Trustees.

In April, 1965 a program director was selected and faculty members were recruited to plan and conduct the experimental program. A substantial budget allocation was approved by the college administration and Board of Trustees to support a program development workshop during the summer of 1965. The program staff cooperatively planned the program and its courses; prepared the course objectives, syllabi, and instructional materials; and ordered necessary books and other materials. The program was actually initiated for the fall, 1965 semester with approximately 400 full-time day students.

PROGRAM EVALUATION

Substantial amounts of time, energy and money have been devoted to the evaluation of the ECD Program. During the initial program development workshop, which was held during the summer of 1965, a program evaluation committee was formed to develop an evaluation system. This committee has met regularly and worked diligently on the evaluation system. Some assistance was provided by consultants: Dr. Paul Dressel, M.S.U., Dr. William Reitz, W.S.U., representatives of the Control Data Corporation, and Lyle Robertson of the Macomb County Community College Division of Research and Development. However, the members of the evaluation committee provided most of the efforts.

A number of limitations and major problems became apparent as the evaluation plans were being developed. These were: (1) A lack of expertise and experience in educational research and the difficulty of obtaining the necessary assistance; (2) Inadequacy of internal data collection and manipulation capability; (3) Program personnel were overburdened by the necessity of their assuming evaluation responsibilities in addition to their teaching, instructional material preparation, committee and other responsibilities; (4) The difficulty of formulating operational objectives and performance criteria which are necessary for effective evaluation of the instructional process; (5) The inadequacy of available tests to measure the results of instruction. The natural tendency is to use tests available even if they don't relate to the educational processes involved. High level assistance in test development is needed; and (6) Many of the most important objectives of our program are related to attitudinal changes and personality development factors which are most difficult to assess.

The evaluation of the ECD Program is being attempted in spite of the formidable limitations listed above. The evaluation results to be briefly discussed are obviously preliminary and tentative in nature but the evaluation will be continued on a longitudinal basis.

This preliminary evaluation will include results of student program evaluation surveys, and objective data relating to persistence, credits earned, grade-point averages and curricular selections.

STUDENT PERCEPTIONS

The student-centered orientation of the ECD Program determined that the perceptions of the program by the students would be one of the most important evaluative criteria. Therefore, a number of student feedback mechanisms, both formal and informal, were established. A Student Advisory Council, consisting of elected representatives from each block, met weekly with the division director. Students also completed a program evaluation questionnaire near the end of each semester. Considerable informal feedback occurred through student-faculty contacts.

A number of changes were made in the ECD Program during the first year and most of the changes resulted from student evaluations. A rather dramatic shift in student attitudes occurred during the first semester operation of the program. The initial reaction of the students was one of general hostility toward the program because of their placement in it, anxieties about the transferability of the credits, the operation of the program in a church instead of on the campus (due to construction delays), the inexperience of the faculty, etc. However, as the fall semester progressed, a very discernible shift in student attitudes occurred. By the end of the first semester the student attitudes were generally favorable as indicated by the student evaluation responses and the percentage of students who voluntarily elected the ECD Program for the second semester. Of the students who returned to MCCC for the spring semester, approximately 95 per cent registered for all or a portion of the second semester ECD Program. (82 per cent registered for the entire program, 13 per cent partial and six per cent transferred to other programs.)

The student responses on the program evaluation questionnaires which were completed in May, 1966 also indicated that students were generally favorable in their attitudes toward the ECD Program. Approximately one-half of the students indicated that they found the ECD Program very helpful with only about five per cent indicating not helpful at all. Over 90 per cent also indicated that they liked the total program. The characteristics of the program which students mentioned most frequently in comments were: Favorable: Close association between students and teachers, block scheduling, integration of subject matter, and small discussion sessions; and Unfavorable: Textbooks.

These are sample comments:

> "I like the aspect of having all the classes joined together in material and also the block method";
>
> "Everyone tried to give the idea of willingness to help us. What impressed me more was the fact that they weren't joking"; and,
>
> "I wish that I didn't have so much homework because this stops me from making money to continue my schooling."

The detailed summaries of the student evaluation responses will be included in the forthcoming evaluation report.

PERSISTENCE

One of the major objectives of the ECD Program is to reduce the high attrition rate which has been typical for community college students. It is anticipated that retention of students would tend to serve the following purposes: (1) Improve the general educational level; (2) Permit self-realization of abilities and interests; (3) Encourage the redirection of students who have unrealistic educational-vocational goals, and (4) Promote exposure to a variety of educational and cultural experiences.

The preliminary evidence seems to indicate that the ECD Program has been successful in encouraging students to remain in their classes and continue in college. Of the approximately 400 students who started in the ECD Program in September, 1965, about 86 per cent returned to college for the second semester and about 65 per cent were enrolled in college in September, 1966.

A rough comparison of persistence between students in the ECD Program and students in the control group has been made. The 155 control group students were in the same general category as the 392 ECD Program students. However, the control group scored significantly higher on all of the tests and cannot be compared to the experimental group with any degree of confidence. In spite of the significant ability-test-score advantage of the control group, the ECD Program students persisted at a higher level and dropped fewer courses during the first year of college. The percentage of non-returns to college for the second semester was about 30 per cent higher for the control group. Approximately 65 per cent of the ECD Program students and 59 per cent of the control group students returned to college for the fall, 1966 semester.

The number of college credits earned is another indicator of persistence. Almost 38 per cent of the experimental and less than three per cent of the control group earned 30 or more college credits during the 1965-66 school year. The average credits earned during the year indicated a very significant difference between the two groups.

1. Median credits earned = 26 for ECD and for control.

2. Mean credits earned = 22 for ECD and 17.5 control. (Highly significant at less than 1% level — T Test)

In general ECD Program students registered for more credits and dropped fewer courses than did the control group students. It can be concluded that, despite a significant control group advantage in ability test scores, the ECD Program succeeded in helping students to remain in college.

ACADEMIC ACHIEVEMENT

The academic achievement of the students in this study will be measured using two indicators — year grade-point-averages and rates of students on academic probation. The GPA's for the 1965-66 school year are shown in the table below:

Year G.P.A.

	ECD		CONTROL	
	Number	%	Number	%
.00- .49	50	12.76	20	12.82
.50- .99	47	11.99	15	9.62
1.0 -1.49	71	18.11	33	21.15
1.5 -1.99	97	24.74	44	28.21
2.0 -2.49	84	21.43	30	19.23
2.5 -2.99	30	7.65	11	7.05
3.0 -3.49	13	3.32	2	1.28
3.5 -3.99	0	0.00	1	0.64
MEAN	1.54		1.53	

The comparison of the two groups on the basis of probationary levels is indicated below:

PROBATION ANALYSIS

G.P.A.	ECD		CONTROL	
	Number	%	Number	%
1.90 and above	155	39.4	48	30.8
Below 1.90	222	8	102	65.4
Total Drop	15	3.8	6	3.8
	399	100.0	156	100.0

The comparison of the academic achievement of the ECD and control groups clearly indicates that despite the higher average test scores of the control group and the fewer credits earned by them, the ECD students G.P.A.'s were as high, with nine per cent fewer of them on academic probation at the end of the freshman year.

EDUCATIONAL-VOCATIONAL REDIRECTION

One of the major objectives of the ECD Program is to assist students to both understand their abilities and interests and to select realistic educational-vocational goals. On the basis of historical evidence at MCCC, it is apparent that most students in the study groups will not complete transfer programs. Therefore, information is presented to students about college career programs and students are encouraged to explore vocations commensurate with their abilities and interests. Therefore, the transfer of students into college career programs is an indicator of success in the redirection function.

Of the 18 original ECD Programs students were transferred out of the program for the spring, 1966 semester, 11 or 61 per cent entered career programs such as marketing, accounting and office occupations. Almost half of the 35 students who registered for a partial ECD Program enrolled in marketing, accounting and other career program courses.

On the form which most ECD and control group students completed in May, 1966, the plans for the fall semester, 1966 were indicated. Of the students who completed the questionnaire, about 20 per cent of the ECD students and less than four per cent of the control group students indicated that they expected to enroll in career programs. The following table lists the career program choices made by the 78 ECD Program students:

Career Program Choices

Marketing	28
Industrial Technology	13
Office Occupations	12
General Business	7
Accounting	6
Data Processing	3
Other	8

It has not been determined at this time which students actually enrolled in what programs for the fall, 1966 semester. However, it is clearly indicated that the efforts which were extended to encourage ECD Program students to consider career programs were generally successful, as five times as many ECD Program students were considering career programs than were control group students.

Much more evaluation needs to be done to determine (1) How the ECD Program students actually do in their second year programs and beyond; (2) What kinds of students seem to benefit the most from the ECD Program approach; (3) What factors are most important in predicting student outcomes; and (4) What influences, if any, does the ECD Program have on the attitudes and interests of its students.

These questions as well as many others will be the subjects of the continuing research which is being conducted in relation to the ECD Program.

ACCOMPLISHMENTS AND PROBLEMS

The program evaluation indicates that a number of the objectives of the ECD Program are being achieved. Many revisions in the program and its courses have been made on the basis of student and faculty evaluations which, in the opinion of the staff, have greatly improved the program. Since the summer of 1965 the staff of the ECD Program has been very productive. An entirely new curriculum consisting of 10 courses has been developed, numerous instructional materials have been prepared, experimentation and innovation have been stimulated, program and faculty evaluation procedures have been developed, excellent rapport between students and the faculty has been established and a high level of staff esprit de corps has been produced. In general the physical and fiscal resources have been adequate and administrative support has been excellent.

A number of major problems have also become apparent during the first year and a half of the existence of the ECD Program. The major problem has been that of time, as there have been simply too many tasks to be accomplished in too little time.

More specifically, a number of problem areas are identified in the followling list: (1) The program and course objectives were not sufficiently operational to permit effective measurement and evaluation; (2) The testing in the course often did not reflect the actual course objectives; (3) The available textbooks were grossly inadequate; (4) Some faculty members were unable to adjust to cooperative planning and had difficulty relating effectively to the students; and (5) The operation of the ECD Program elicited considerable hostility from certain liberal arts departments. The transfer of students from the ECD Program to other programs was greatly complicated by the institutional conflicts. In fact, by the spring of 1966 all of the major universities in Michigan had agreed to accept ECD Program credits but our own Division of Liberal Arts was opposed.

The major goals for the 1966-67 school year include: (1) Increasing the amount of integration and coordination among the ECD Program courses. The interdisciplinary team approach which has been used at the College of Basic Studies of Boston University has been adopted to the ECD Program: (2) More precise operational objectives and performance criteria will be formulated for each course; (3) Additional textbooks and other instructional materials will be prepared by faculty members; (4) Supplemental audio-tutorial units will be prepared for portions of some courses; (5) The program faculty and the Programed Learning Center will cooperate to provide assistance to students; and (6) A teaching internship program has been initiated to assist in the training of community college faculty members.

FINANCES

A substantial financial commitment is necessary to produce new programs. The costs which were additional in the development of the ECD Program at MCCC included: (1) Approximately $10,000 to support the program development workshop during the summer of 1965; (2) Approximately $5,000 to purchase instructional materials and equipment for the new courses developed; and (3) Approximately $8,000 to support the program evaluation and revision effort during the summer of 1966.

The operation of the ECD Program may be slightly more expensive than the operation of conventional liberal arts programs depending upon the normal student-faculty ratio. The ECD Program, as it is presently organized, operates at a ratio of approximately 25 students to each faculty member. If this type of approach were widely used in an institution there would probably be financial advantages resulting from the small number of different courses needed. A reduction in the rate of course proliferation should be economically significant.

CONCLUSIONS

The development and operation of the experimental ECD Program at MCCC have provided an opportunity for the exploration of many educational ideas and practices. The experiences, which have been part of the planning, development and operation of the ECD Program thus far, have stimulated the following observations and conclusions:

1. Community college faculty members are capable of developing experimental and innovative programs if they are selected carefully, are exposed to new ideas, are provided with adequate consultant services, are stimulated, encouraged and pushed and are given time to work.

2. Community college faculty members can produce textbooks and other instructional materials which can improve instruction.

3. Experimental programs should not be attempted unless there is real support from the college administration and board of trustees.

4. A considerable degree of administrative autonomy which includes personnel selection is necessary for curricular experimentation. Integrated general education programs should be separate units and not

dependent upon traditional departments for faculty assignments.

5. It is possible to recruit community college faculty members who can effectively plan and operate general education programs.

6. General personality characteristics such as adaptibility, ability to work cooperatively with others and willingness to devote considerable time and energy to the job are very important criteria for the selection of faculty members for experimental programs.

7. Faculty evaluation systems based upon classroom observation and student evaluation can be developed in cooperation with faculty members and effectively operated.

8. Community college students are able to constructively participate in the evaluation and revision of educational programs.

9. The development of primary group relationships among students can be beneficial to the achieving of educational objectives.

10. The encouragement of personal contacts between students and faculty members can aid student morale and assist students in adjusting to college.

11. It should be anticipated that there will not be general faculty acceptance of experimental programs and open hostility may be evidenced.

12. Capable research personnel should be involved in curricular experimentation right from the beginning and on a continuing basis.

13. Our experience has indicated that senior colleges and universities in Michigan are generally cooperative and do not pose an obstacle to curricular experimentation.

UNIVERSITY OF CALIFORNIA
LOS ANGELES

MAR 22 1968

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Charles Alexander, editor

Conference in part funded by the Kellogg Foundation.

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